

# **Missouri Assessment Program Spring 2004**

## **Social Studies**

### **Scoring Guide for Released Items**

#### **Grade 11**

**Session:** 2  
**Item:** 7  
**Page:** 5  
**Content Standard (s):** 2B  
**Process Standard (s):** 1.10

**Stem:**

Give two examples, other than the printing press, that tell how new ideas were spread among the regions of Europe during the Renaissance.

**Description of a top score-point response:**

The student gives two examples, other than the printing press, that tell how new ideas were spread among the regions of Europe during the Renaissance.

**Example of a top score-point response:**

1. Trade between Italy and other European countries spread new ideas during the Renaissance.
2. Rulers hired Italian artists to work for them, so people in those countries became familiar with new ideas during the Renaissance.

**Other acceptable responses may include:**

- Rulers hired Italian scholars/inventors to work for them, so people in those countries became familiar with new ideas during the Renaissance.
- Travelers/Messengers came to Italy and took back what they learned to their own countries.
- Religious events spread new ideas.
- Espionage helped spread new ideas.
- Letters/Poems/Literature spread new ideas and culture.
- Wars between Italian city-states and other areas in Europe spread culture.
- Fairs were held, which helped spread new ideas and culture.
- word of mouth/talking/storytellers/minstrels/musicians/theater

**Scoring Guide:**

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| 2 points | Complete response: two examples, other than the printing press, of how new ideas were spread among the regions of Europe during the Renaissance |
| 1 point  | Minimal response: one example, other than the printing press, of how new ideas were spread among the regions of Europe during the Renaissance   |
| 0 points | Other   |

**Session:** 2  
**Item:** 21  
**Page:** 15  
**Content Standard(s):** 4  
**Process Standard(s):** 3.8, 1.6, 1.10

**Stem:**

In 1991, the President of the United States authorized a tariff on peanut imports. Choose two of the groups of people listed below. For each group chosen, name one possible economic effect of such a tariff.

1. Peanut farmers in the United States
2. Peanut farmers in other countries
3. Consumers in the United States

**Description of a top score-point response:**

The student names one economic effect of a tariff on each of two groups.

**Example of a top score-point response:**

Group: Peanut farmers in the United States

Peanut farmers in the United States would likely experience a gain in sales/output of peanuts because of the tariff causing higher prices on imported peanuts. This would increase profit potential for the peanut farmers in the United States and possibly provide new jobs to the American workforce.

Group: Peanut farmers in other countries

Peanut farmers in other countries would likely experience a drop or loss in sales to the United States markets. This would decrease their income potential and possibly put people out of work.

**Other acceptable responses may include:**

Group: Consumers in the United States

- United States' candy bar producers would no longer be able to buy the formerly lower-priced imported peanuts, and they would use the higher-priced domestic peanuts. The result would be that consumers would have to pay more for candy bars.
- will create less demand from consumers

Group: Peanut farmers in the United States

They would receive more value for their crops.

Group: Peanut farmers in other countries

They would seek other markets/grow other crops/reduce their output.

**Scoring Guide:**

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| 2 points | Complete response: one economic effect of a tariff on each of two groups |
| 1 point  | Minimal response: one economic effect of a tariff on one group           |
| 0 points | Other  |